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ABSTRACT

This curriculum packet contains two teacher-developed lesson plans for upper elementary students focusing on the built environment. The first lesson plan, "The Built Environment--An Integrating Theme" (Liesa Schroeder), offers suggestions for developing a walking tour around the school neighborhood, a historic area, or a city square. It finds that personalizing the curriculum can provide opportunities for students to become actively engaged in their own learning as they investigate, explore, and research aspects of their community. The lesson plan suggests a time allotment; provides an overview; indicates cross-curricular subjects; cites learning objectives; addresses standards and Center for Understanding the Built Environment (CUBE) components; notes materials needed; describes preparation time for teachers; provides an introductory activity, a learning activity, and a culminating activity; suggests cross-curricular extensions and community connections, and contains a sheet for planning a field trip. The second lesson plan, "Creating a Landmark Calendar--An Enterprise for Your School" (Liesa Schroeder), teams students with graphic design specialists to structure a school-based enterprise to publish a student-generated 12-month calendar featuring local architectural sites and landmarks. The second lesson plan offers the same type of detailed procedures for classroom implementation as the first lesson plan, with the addition of an evaluation/teacher reflection activity. Contains eight images. (BT)

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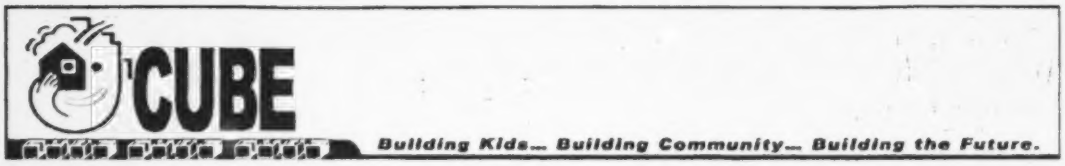

Walk Around the Block Curriculum

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	The Built Environment—An Integrating Theme
	As featured in the January 2002 issue of *School Arts Magazine.* Pages 60-61.http:// www.davis~art.com
Author: **Organization:** **Location:**	Liesa Schroeder Santa Fe Trail Elementary School Independence School District Independence, Missouri
Grade Level:	Middle to Upper Middle Elementary 3-6 grades
Time Allotment:	12-16 hours
Overview:	The local built environment can serve as a visual textbook and a resource to all areas of instruction. Personalizing the curriculum can provide opportunities for students to become actively engaged in their own learning as they investigate, explore, and research different aspects of their community. Students also participate in a variety of learning styles as they work as mathematicians, scientists, historians, photographers, detectives, reporters, and artists. Therefore developing skills needed in the future workplace and developing a broader sense of the world beyond the confines of the classroom. **Suggestions for Developing a Walking Tour** Integrating the built environment into curriculum can involve designing a site-based walking tour of the school neighborhood, a historic area, or a city square. The area should be selected based on the objectives, skills, and outcomes students need to know and perform. Walking tours can include sites such as buildings, landmarks. monuments, art, statuary, fountains, street furniture, geographic formations, and much more. Allow 5-10 minutes, per site, for students to be actively engaged in observing and collecting information. Map out and walk the tour prior to taking students. Consider safety, sidewalks, directional signs, and signals in reaching destinations.

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	Plan ahead for transportation of students as well as conveniences during the walking tour, such as restrooms, drinking fountains and so forth. Also plan ahead to provide any special accommodations for physically disabled students. Routes for walking tours may be available from your local historical society, chamber of commerce or architectural foundation. Provide enough staff to adequately supervise small groups of students during the tour.
Subject Matter:	Cross Curricular; Language Arts, Mathematics, Science, Social Studies, Fine Arts
Learning Objectives:	Students will develop a knowledge base of the local built environment. Students will practice and apply skills across the core curriculum as they work to document, record, and present their discoveries and findings. Students will apply this community-based information to various classroom activities to include: • Photo journals and written reports • Drawings and scaled models • Time lines, graphs, charts, maps • Formal and informal discussions • Multimedia presentations.
Standards:	**Missouri Show-Me-Standards** **www.dese.state.mo.us/state.mo.us/standards** **Performance Standards** Students will acquire the knowledge and skills to gather, analyze and apply information and ideas. (Goal 1) Students will acquire the knowledge and skills to communicate effectively within and beyond the classroom. (Goal 2) Students will acquire the knowledge and skills to recognize and solve problems. (Goal 3) Students will acquire the knowledge and skills to make

	decisions and act as responsible members of society. (Goal 4) **Knowledge Standards** Participating in formal and informal presentations of writings, discussions, and ideas. (Communication Arts) Applying math concepts, geometry, and spatial sense involving measurement, estimation, and shapes. (Mathematics) Understanding the impact of science and human activity on resources and the environment. (Science) Applying skills and understanding in the use of tools of social science inquiry (surveys, maps, navigation). (Social Studies) Understanding the interrelationships of the arts to other disciplines. (Fine Arts)
CUBE components:	**Walk Around the Block Curriculum** • Defining the Block. p. 6 • Identifying Landmarks. p. 8 • Map Legends. p. 12-13 • Mapping your Mind. p. 14 • Time Line. p. 74-75 • Bar Graph. p. 70-71 • Photo Record. p. 68-69 • Reading the Streets. p. 54-58 **Visual Imaging in the Classroom** Polaroid Education Program 400 Boston Post Road Wayland, MA 01778 www.polaroideducationprogram.com **Box City Curriculum** Base Model Plan. p. 43 Selecting the Materials. p. 118 The Scale of Buildings. p. 119 Evaluating Box City. p. 143
Materials:	Student clipboards Notebook paper/drawing paper/graph paper Pencil, eraser, drawing materials

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	Disposable and digital cameras Tape measures and rulers Navigational compass Magnets
Prep for Teachers:	6-12 hours • Collaboration with additional educators (if needed) • Researching and planning walking tour • Organizing materials (illustration materials, cameras…) • Organizing student groups. • Arranging transportation (if needed)
Introductory Activity:	Students are divided into learning groups or teams based on core curriculum areas. No more then 10 students per team is recommended. Suggested topic areas are: • Historical Team • Journal Team • Photo Team • Art Team • Math & Measurement Team • Navigation Team Other topic areas can certainly be added to best align to curriculum objectives Students are given appropriate tools to best coordinate with their learning area. For example, the **Math and Measurement Team** are given tape measures and rulers; the **Navigational Team** are given compasses and so forth. All student assignments are pre-determined prior to the walking tour. Students are instructed on their "job assignments" and duties during the walking tour. All information collected will be later used in follow-up activities. Additional culminating activities may be obtained from the **Walk Around the Block Curriculum** and the Polaroid Education Program.
Learning Activity:	Some suggested student activities during the walking tour are as follows: The **Math and Measurement Team** will apply skills in measurement and estimation in determining the height and width of all sites. Upon returning to school they will then determine the mass, volume, depth of each site. This

	information may be applied to charts and graphs. Magnets may also be used to determine the magnetic property of some built environment materials. The **Navigation Team** will apply methods and skills in social science inquiry. These skills and tools may be used to outline and navigate the walking tour, map the coordinates, plot directions, and locating significant landmarks. Upon returning to school they will apply this information to creating maps of sites as well as working with the **Photography Team** to create a, photo record. The **Journal Team** will apply skills in recording descriptions of sites and details as well as conducting historical interviews with local merchants and patrons. This information can then be used in written and oral reports as well as compiled with historical information, photos, and artwork to create formal and informal presentations and discussions. The **Historical Team** will apply skills in gathering facts and information in regard to each site. Upon returning to school, students will research the sites by use of library and electronic resources. Students may then compile this information in creating timelines and written journals. The **Art Team** will apply skills and talents in creating illustrations, sketches, and contour line drawings. Students may also create texture rubbings of the building materials. This will provide students with souvenirs of their tour as well as a record of the various sites. The artwork and illustrations may then be used in creating scaled models, posters, brochures, postcards, as well as a landmark calendar. The **Photography Team** will apply skills to recording architectural sites and details, structural principles, angles, points of view, change and deterioration, light and shade… This information may be compiled with illustrations and written information to create photo records, brochures, or be used in various multimedia presentations.
Culminating Activity:	**Box City** Upon completion of the walking tour students can apply their knowledge and skills to constructing a scaled map and 3-D model of buildings, sites, and landmarks visited on their walking

	tour. For more information on **Box City,** visit the Box City Tour at http://www.cubekc.org/box1.htm.
Cross Curricular Extensions:	Students will apply skills across all academic areas to include the core curriculum areas of: • Communication Arts • Mathematics • Social Studies • Science and technology • Fine Arts
Community Connections:	Opportunities may also be provided for students to visit with local design professionals such as architects, engineers, city planners, and preservationists. Students may present the final product at a back-to-school night, an assembly or in written form distributed to each member of the class.

8 FIELD TRIP PLANNING SHEET

Place/Destination....**Liberty Memorial**.....Teacher's Name.....

Address.....**100 West 26th Street**.....

Phone.....**816-221-1918**.....Contact person.....

Hours Open.....Days Open.....Charges.....

Transportation: Bus.....Car.....Car Insurance Form.....

On-Site Guide.....Length of tour.....Self guided.....

Time of departure from school.....Expected return time to school.....

Preparation Guide:

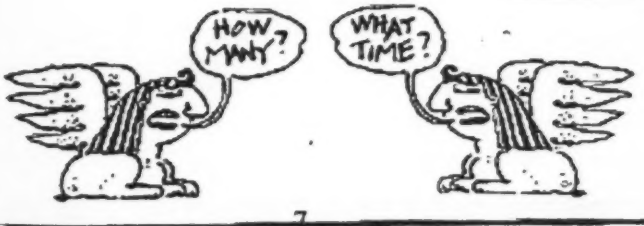
____ principal/office notified
____ number going
____ school district field trip form
____ cafeteria notified
____ special teachers notified
music, art, physical education, library
____ driving route devised with routing past major landmarks
____ rules reviewed with pupils/parents
____ nametags
____ microphone ordered
____ rain plan
____ appropriate clothing for windy site

On-Site Check List:

____ Lunches
____ Drinking Fountain
____ Restrooms
____ Snack Bar
____ Spending money
____ Permission Slips
____ Art Supplies
____ Cameras
____ Clip Boards and pencils
____ Liberty Memorial Script
____ Cameras

Possible Data Retrieval Sheets
____ Scavenger Hunt
____ Museum Plan
____ Skyline
____ Landmark Map
____ Liberty Quiz

____ Parents Accompanying
_____
_____
_____



Walk Around the Block
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The Built Environment - An Integrating Theme 1

The local built environment can serve as a visual textbook and a resource to all areas of instruction. Personalizing the curriculum can provide opportunities for students to become actively engaged in their own learning as they investigate, explore, and research different aspects of their community.

Students also participate in a variety of learning styles as they work as mathematicians, scientists, historians, photographers, detectives, reporters, and artists. Therefore developing skills needed in the future workplace and developing a broader sense of the world beyond the confines of the classroom.

Creating a Landmark Calendar 8

Students will team up with graphic design specialists in order to structure a school-based enterprise with the goal of publishing a student-generated 12-month calendar featuring local architectural sites and landmarks.

This project was recently recognized by the Curriculum Associates Inc, a national curriculum development and sales organization, to be showcased for their 2002-03 Excellence in Teaching Cabinet Program.

Title:	**Creating a Landmark Calendar—An Enterprise for Your School**
Author: **Organization:** **Location:**	Liesa Schroeder Santa Fe Trail Elementary School Independence School District Independence, Missouri
Grade Level:	Middle Elementary. 5-8 grades
Time Allotment:	12-16 hours
Overview:	Students will team up with graphic design specialists in order to structure a school-based enterprise with the goal of publishing a student-generated 12-month calendar featuring local architectural sites and landmarks.
Subject Matter:	Fine Arts Communication Arts Photography Technology
Learning Objectives:	With this project, students will increase their knowledge of art, job-related skills, and career opportunities. Students will practice and apply skills in: • The elements and principles of art and design • Drawing and Illustration • Photography and Digital Imaging Students will also increase their knowledge in the area of communication arts by creating a published finished work. Students will practice and apply skills in: • Research techniques • Writing and organizing narratives • Proofing and editing drafts Staff and students will team up with graphic design specialists in order to increase their knowledge of the business concept, "**All Aspects Framework.**" This framework is identified through federal legislation as being an outline of critical components inherent to any successful business or industry. This concept

	will serve to connect student learning to the workplace and enable students to apply skills in: **"All Aspects Framework" for Business & Industry** Organization (The Management Component) Design and composition (The Planning Component) Selection and layout (The Technical Component) Draft revision and print process (The Production Component) Managing the cost (The Finance Component) Advertising & distribution (The Community Component) Information in regard to the School-to-Career Partnership may be obtained by contacting: The Learning Exchange 3132 Pennsylvania Kansas City, MO. 64111-2776 http://www.LX.org
Standards:	**The National Fine Arts Standards** The National Art Education Association local and state standards may be located at: http://www.naea-reston.org. Identify organizational principles and structures in a variety of artwork. (Standard #2) Identify themes, symbols, and ideas as content in artwork. (Standard #3) Identify artwork as belonging to particular cultures, times and places. (Standard #4) Identify connections between the visual arts and other disciplines. (Standard #6)
CUBE components:	**Walk Around the Block** and **Community Connections**
Materials:	Student clipboards Notebook paper/drawing paper Pencil, eraser, drawing materials Disposable cameras Digital cameras

Prep for Teachers:	6-12 hours • Collaboration with additional educators (if needed) • Researching and planning walking tour of selected area • Organizing materials (illustration materials, cameras...) • Arranging transportation (if needed) • Establishing necessary business partnerships. These may include professional researchers, artists, photographers, employees from advertising agencies, architects, your local copy center, etc. Students are introduced to the basic architectural elements and principles of construction. The following resources may be used to design a site specific list of elements and principles: *Walk Around the Block* Resources from the CUBE curriculum: •Understanding Structural Systems. p. 22 • The Post and Lintel Principle. p. 23 • Architectural Key Words. p. 50 Additional Resources: Fleming, John, **Dictionary of Architecture** Penguin Books, London, England, 1991. Ching, Francis D.K, **A Visual Dictionary of Architecture**. Van Nostrand Reinhold Publishing, New York, 1995. Taylor, Anne, **Architecture and Children**. School Zone Institute, Seattle, Washington, 1991. Students are introduced to a selected historic area of the community or a variety of local landmarks. This area should directly correlate with curriculum objectives and be suitable for use in a 12-month calendar.
Introductory Activity:	**Instructor will cue visuals from Intro Lesson Images link and read the following script:** ***Cue up Image 1.*** *Architectural calendars can be produced by students of all ages in a variety of media and techniques.* ***Click through Images 1, 2, and 3.*** ***Click to Image 4.*** *The pre-activity Field Study is an opportunity to see more. By getting off the bus and close to the buildings, you can notice color and texture and*

	other details that go unidentified from afar. ***Click to Image 5.*** *In this shopping center, students discovered that the architect of the center, Edward Delk, had "signed" his work. A tile bearing his name is in a quiet spot.* ***Click to Image 6.*** *Viewing the city from above offers an opportunity for new discoveries. The Architectural Calendar presents the potential for many related activities similar to the Skyline Identification Chart shown here.* ***Click to Image 7.*** *...or the creation of models of landmark buildings.* ***Click to Image 8.***
Learning Activity:	All students participate in a walking tour of the area. During the walking tour students will apply skills and talents in drawing, illustration, and photography as students work to record and document images that will be used in the 12-month calendar format. Students then apply research techniques (library and electronic) in order to gather historical and factual information regarding each selected site. Graphic design specialists can visit the school site in order to work with students in critiquing photos as well as in the design, composition, and layout of the calendar. (Most local printing businesses will provide a consultant for a project such as this.) Students can divide into groups and work to apply skills in the planning, layout, design, finances, advertising, and distribution of the published calendars. Students can also apply skills in economics in determining the necessary cost charged for each calendar in order to make a profit. The calendars may be produced on the school site for a nominal cost. For a fee the calendars may be printed in color, collated and spiral bound at a local printing business.
Culminating Activity:	Students may travel to the print site and "job-shadow" graphic design specialists. This will provide students with the opportunity to develop learning beyond the classroom "basics" and develop a "real" knowledge of job skills and career opportunities in the workplace.

Evaluation/ Teacher Reflection:	Individual student evaluation may take place using the rubric sample found at the end of this pdf or a scoring guide designed to fit specific curricular objectives.
Cross Curricular Extensions:	Students will apply skills across all academic areas to include the core curriculum areas of: • Fine Arts • Communication and Language Arts • Mathematics and Economics • Social Studies • Technology
Community Connections:	As a result of this activity students will be able to actively participate in learning and view themselves as consumers, workers, and citizens, therefore linking themselves to their community and the future workplace. This school-based enterprise may be used as a fund raising activity as well as public relations for: • School board officials • Local and district news media • Members in the community

2002 SEPTEMBER
SUNDAY MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY SATURDAY
1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30

Image 1

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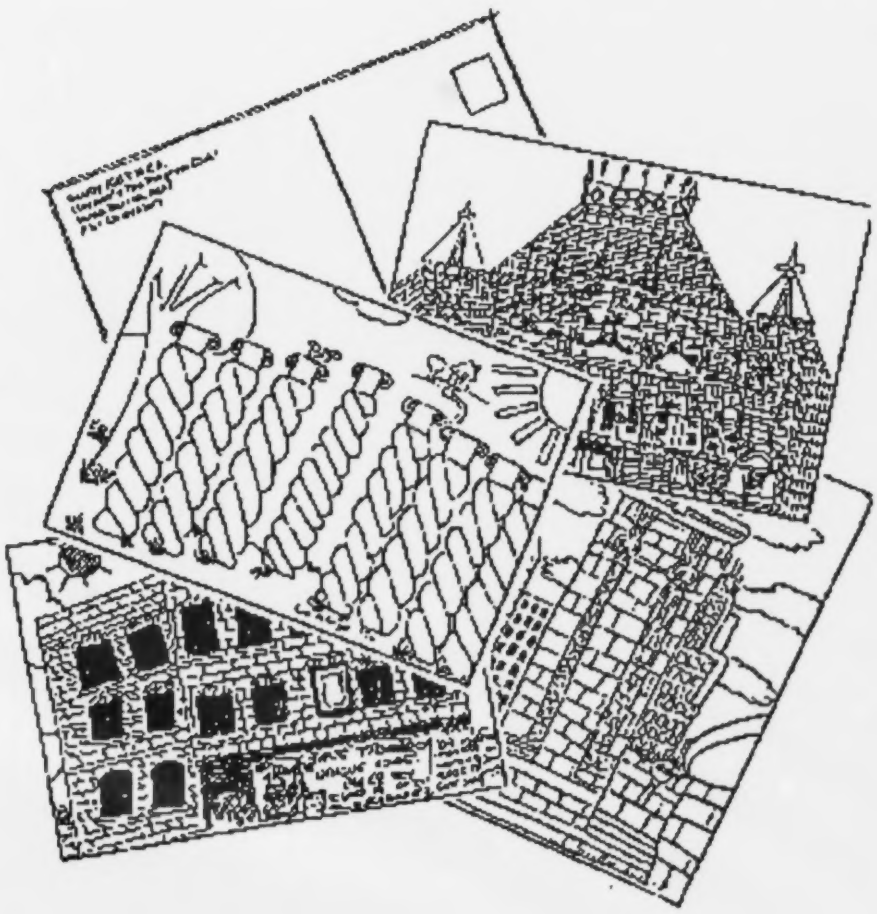

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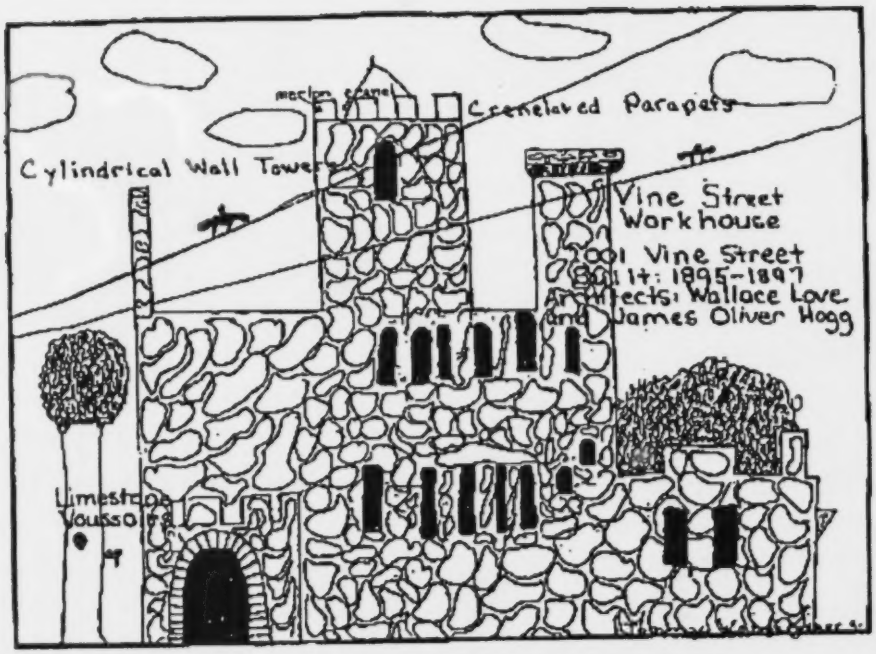

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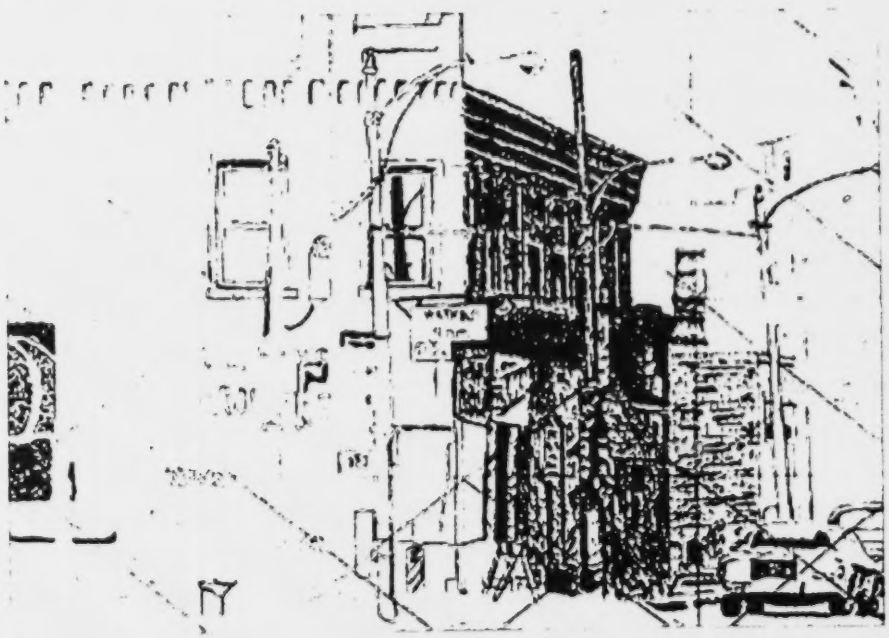

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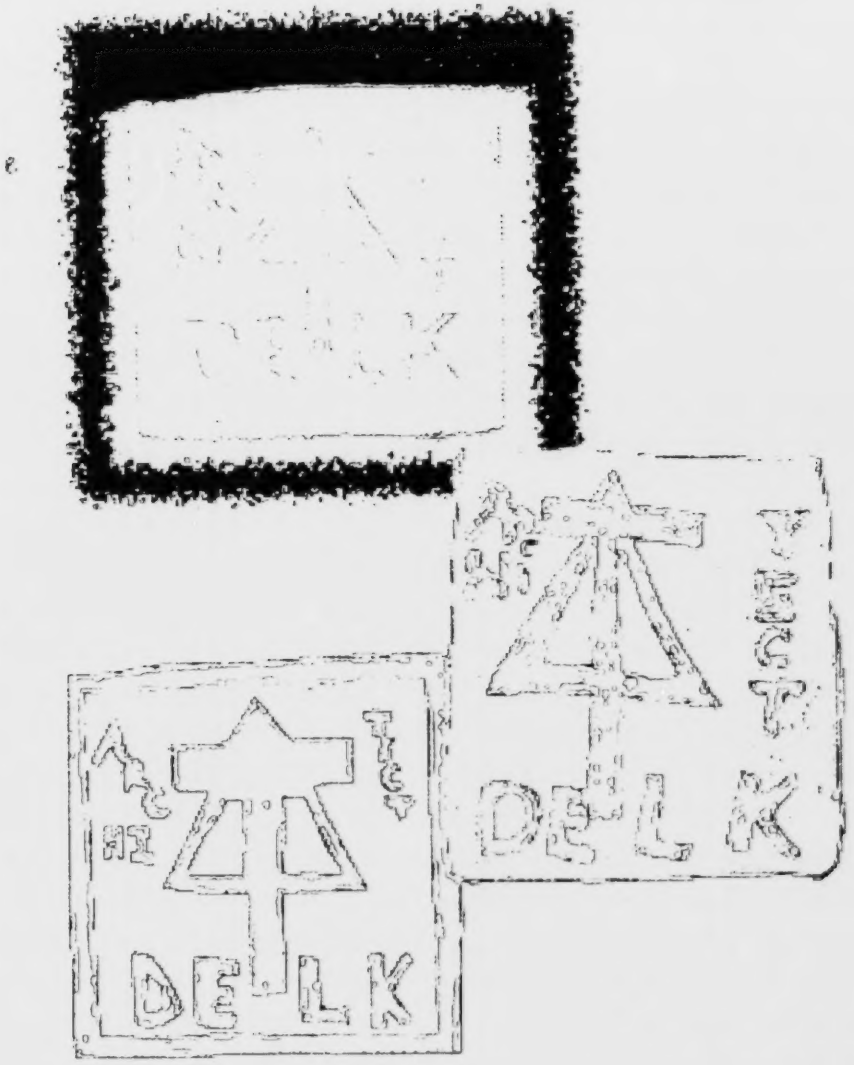

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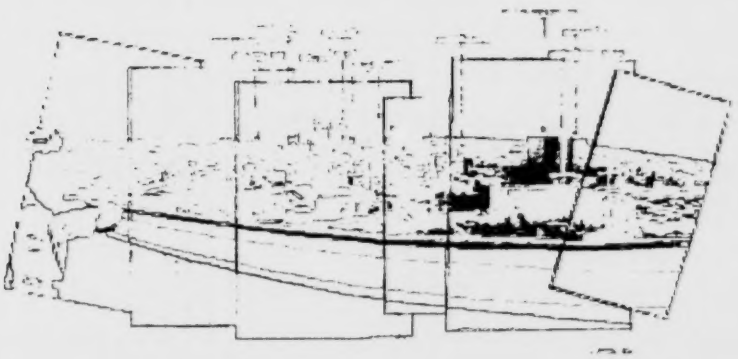

Image 6

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Image 7

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